



JOHN TONKIN COLLEGE

Mandurah Western Australia

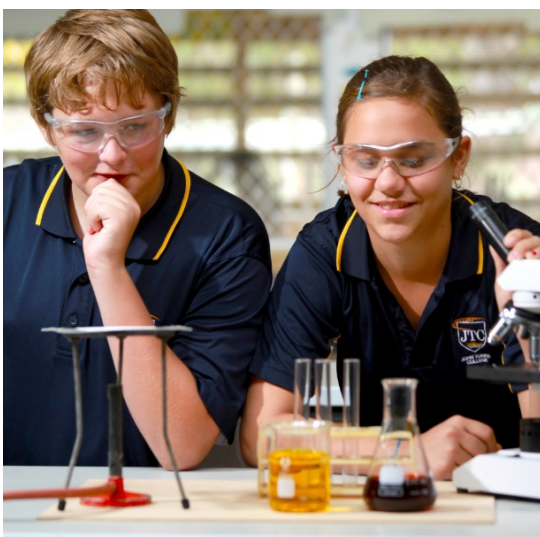
EXCELLENCE • RESPECT • COMMITMENT

JOHN TONKIN COLLEGE

YEAR 11 PROSPECTUS 2019



EXCELLENCE RESPECT COMMITMENT



Year 11 Students 2019

Western Australian

Certificate of Education

WACE 2019-2020



Western Australian Certificate of Education (WACE) Requirements
In order for students to be eligible for a WACE, they must satisfy the following requirements

General Requirements	<ul style="list-style-type: none"> • Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy • Complete a minimum of 20 units or equivalents as describe below • Complete four or more Year 12 ATAR courses or complete a Certificate II or higher
Breadth and Depth	<p>Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:</p> <ul style="list-style-type: none"> • A minimum of 10 Year 12 units or the equivalent • Two completed Year 11 English units and one pair of completed Year 12 English units • One pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/Science/Technology).
Achievement Standard	<p>Students will be required to achieve 14 C grades (or equivalent, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).</p> <p>Unit equivalents can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalents as follows:</p> <ul style="list-style-type: none"> • up to eight unit equivalents through completion of VET programs or, • up to eight unit equivalents through completion of endorsed programs, or • up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.
	<p>The amount of unit equivalence allocated to VET and endorsed programs is as follows:</p> <ul style="list-style-type: none"> • VET qualifications <ul style="list-style-type: none"> o Certificate I is equivalent to two Year 11 units o Certificate II is equivalent to two Year 11 and two Year 12 units o Certificate III or higher is equivalent to two Year 11 and four Year 12 units • Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.
Examinations	<p>All students studying an ATAR course during Year 12 are required to sit the external WACE examination for that course. Practical and performance examinations are conducted in addition to written examinations for some courses.</p>

NEW WACE 2019-2020 Courses in Year 11 and 12

Typically, students will embark on one of two pathways across Year 11 and 12:

Pathway One

ATAR—students choose five courses with the aim of achieving a university placement.

Pathway Two

General—Students choose five General courses and enrol in a Certificate II or higher Vocational Education and Training course.

The courses are arranged as paired semester length units. In Year 11, a student would typically study two units of a chosen course in one academic year. In Year 12, a student must study two paired units that comprise a year long course.

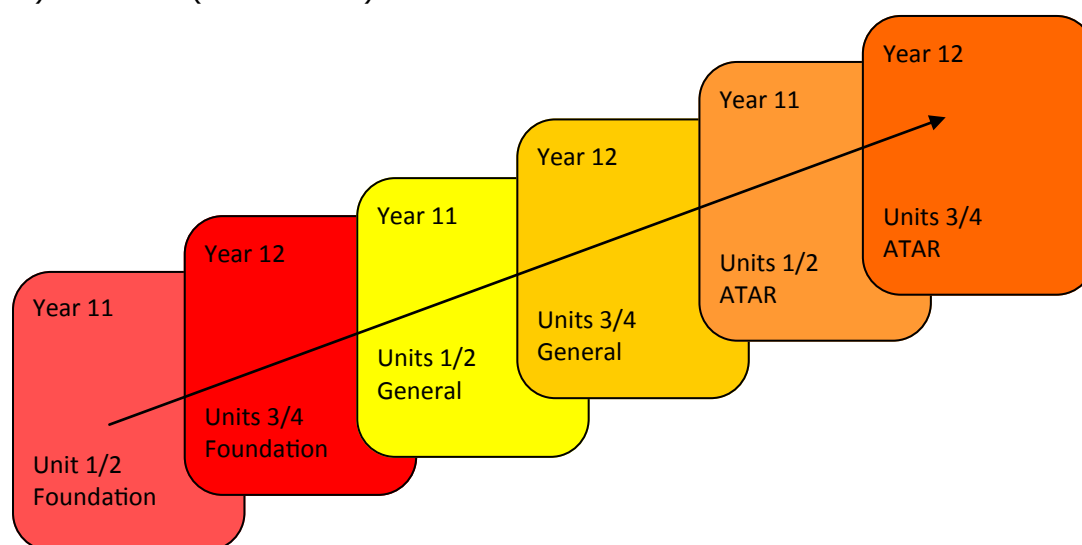
All ATAR and General Courses demonstrate an increasing level of complexity from Year 11 (Units 1 and 2) to Year 12 (units 3 and 4)

Foundation Courses

Students who have achieved less than Band 9 in NAPLAN writing, language and conventions, reading and numeracy and have not met the minimum standard in the Online Literacy and / or Numeracy test (OLNA) will enrol in Foundation courses in semester one Year 11.

If, in semester one, students meet the minimum standard in the OLN they will reselect General units for semester two.

Students who enrol in Foundation courses will also select a Certificate II or higher Vocational Education and Training Courses.



INCREASING DIFFICULTY— FOUNDATION TO ATAR

Minimum Entry Requirement 2019-2020



- Minimum Entry Requirement', (MER) refers to the standard of academic performance that students need to achieve to demonstrate their aptitude and/or suitability for a particular course. Minimum Entry Requirements for specific courses are determined through the analysis of historical data, case studies and consideration of the complexity of course content.
- The concept of Minimum Entry Requirements is common in educational contexts, including university and TrainingWA enrolments. Stating Minimum Entry Requirements for Years 11 and 12 courses is regarded as standard practice in Western Australian schools, and is supported by the Department of Education.
- The purpose of Minimum Entry Requirements is to clearly indicate the rigor and academic standards of each course. They serve to guide students and parents in the course selection process, so that students choose courses that are appropriate for their academic abilities. The Minimum Entry Requirements are provided to support students to be successful in Years 11 and 12 courses.
- Minimum Entry Requirements throughout the 2019 Handbook are expressed in grades. The other desirable attributes may also be described in the 'Additional Information' notes.
- The following table outlines the standards of student performance that would be expected in Years 9 and 10, to enter pathways in Years 11 and 12. This is included courtesy of the Secondary Pathways and Transitions Team, Department of Education.

Typically....

Year 9	Year 10	Year 11 & Year 12	Post School Destination
High As Average NAPLAN Band 9/10	High A Average	Units 1-4 ATAR Courses	University
Low A or B Average NAPLAN Band 7/8	Low A or B Average	Units 1-4 ATAR or General courses & higher level Certs	University or Training WA Apprenticeship ECU, ND
Low B or C Average NAPLAN Band 6/7	Low B or C Average	General Courses/ VET or Units 1-4 Foundation Courses As necessary	Training WA Traineeships Employment

WACE— Breadth of Study List 2019-onwards



For a student to achieve a WACE in 2019 and beyond, the student must complete, in the final year (Year 12), at least one course from each of the following lists. For this purpose, completion of a course means that the student has:

- Received a grade in a course in the final year of senior secondary schooling in that course
- Made a genuine attempt in the examination for that course

List A

(Arts/Languages/Social Sciences)

CAE Career and Enterprise
CFC Children, Family and Community
DAN Dance
DRA Drama
ENG English (and Foundation English)
GEO Geography
HEA Health Studies
MPA Media Production and Analysis
HIM Modern History
MUS Music
VAR Visual Arts

List B

(Mathematics/Science/Technology)

AIT Applied Information Technology
AET Automotive Engineering and Technology
BIO Biology
CHE Chemistry
DESP Design Photography
DEST Design Technical Graphics
EES Earth and Environmental Science
FST Food Science and Technology
HBY Human Biology
MMS Marine and Maritime Studies
MDT Materials Design and Technology—Wood
MATF Foundation Mathematics
MAA Mathematics: Applications
MAE Mathematics: Essential
MAM Mathematics: Methods
OED Outdoor Education
PES Physical Education Studies
PHY Physics

Please note:

- **It is very important when selecting a course that attention is paid to (MER) Minimum Entry Requirements.**

Biology

Year: 11

Code: A1BIO ; A2BIO

Minimum Entry Requirement

- B grade or higher for Biological Science in Year 10
- C Grade in Year 10 English

Curriculum Focus

The current view of the biosphere as a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Course Content

A1BIO

- understand how classification helps to organise, analyse and communicate data about biodiversity
- understand that ecosystem diversity and dynamics can be described and compared with reference to biotic and abiotic components and their interactions
- understand how theories and models have developed based on evidence from multiple disciplines; and the uses and limitations of biological knowledge in a range of contexts
- use science inquiry skills to design, conduct, evaluate and communicate investigations into biodiversity and flows of matter and energy in a range of ecosystems
- evaluate, with reference to empirical evidence, claims about relationships between and within species, diversity of and within ecosystems, and energy and matter flows
- communicate biological understanding using qualitative and quantitative representations in appropriate modes and genres.

A2BIO

- understand that the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment
- understand that multicellular organisms consist of multiple interdependent and hierarchically-organised systems that enable exchange of matter and energy with their immediate environment
- understand how theories and models have developed, based on evidence from multiple disciplines; and the uses and limitations of biological knowledge in a range of contexts
- use science inquiry skills to design, conduct, evaluate and communicate investigations into the structure and function of cells and multicellular organisms
- evaluate, with reference to empirical evidence, claims about cellular processes and the structure and function of multicellular organisms.
- communicate biological understanding using qualitative and quantitative representations in appropriate modes and genres.

Chemistry

Year: 11

Code: A1CHE ; A2CHE

Minimum Entry Requirement

- B grade or higher for Chemical Science in Year 10
- C Grade in Year 10 English

Curriculum Focus

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

Course Content

A1CHE Chemical fundamentals: structure, properties & reactions

- The atomic model and models of bonding
- The structure and properties of elements and compounds
- The concept of enthalpy and its application this to qualitatively and quantitatively describe and explain energy changes in chemical reactions
- How models and theories have developed based on evidence from a range of sources, and the uses and limitations of chemical knowledge in a range of contexts
- Science inquiry skills to design, conduct, evaluate and communicate investigations into the properties of elements, compounds and mixtures and the energy changes involved in chemical reactions

A2CHE Molecular interactions and reactions

- How models of the shape and structure of molecules and intermolecular forces can be used to explain the properties of substances, including the solubility of substances in water
- How kinetic theory can be used to explain the behaviour of gaseous systems, and how collision theory can be used to explain and predict the effect of varying conditions on the rate of reaction
- Science inquiry skills to design, conduct, evaluate and communicate investigations into the properties and behaviour of gases, water, aqueous solutions and acids and bases, and into the factors that affect the rate of chemical reactions
- Evaluate with reference to empirical evidence, claims about chemical properties, structures and reactions

Additional Information

Due to its mathematical content, students need to satisfy the minimum entry requirements needed to enrol in a Year 11 Mathematics course that can lead to university studies.



English

Year: 11

Code: A1ENG ; A2ENG

Minimum Entry Requirement

- B grade or higher for English in Year 10

Curriculum Focus:

The English ATAR course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Course Content

A1ENG

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, audience and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

A2ENG

Students analyse the representation of ideas, attitudes and voices in texts and consider how texts represent the world and human experience. How language and structural choices shape perspectives in a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

Additional Information

This course requires strong ability to write for a range of purposes and audiences



Geography

Year: 11

Code: A1GEO ; A2GEO

Minimum Entry Requirement

- B grade or higher for HASS in Year 10

Curriculum Focus

In the Geography ATAR course, students investigate geographical issues and phenomena across a variety of scales and contexts. Geography as a discipline values imagination, creativity and speculation. It provides a systematic way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world.

Course Content

A1GEO – Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

A2GEO—Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

Additional Information

- Ability to gather and collect information from various sources
- Able to express ideas in written and oral forms
- Understanding spatial concepts such as photos, atlases and maps

Health Studies

Year: 11**Code:** A1HEA ; A2HEA

Minimum Entry Requirement

- B grade or higher for English and Health in Year 10

Curriculum Focus

The Health Studies ATAR course focuses on the study of health and its impact on quality of life. Students undertaking the course will develop knowledge and skills required to promote individual and community health.

Students will study the social, environmental, economic and behavioural determinants of health and how these can influence their own and others health. They will also look at how beliefs, attitudes and values influence health behaviour and decision making skills.

Using an inquiry process, students draw on their knowledge of health concepts and investigate health issues that interest them, whilst developing research skills they will be able to apply to a range of health issues or concerns.

Course Content

A1HEA

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through health inquiries.

A2HEA

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Additional Information

- This course requires you to work independently at times, completing research and assessment tasks
- The ability to work in teams as a productive member and some public speaking to small groups of people
- Strong computer literacy skills are required to complete most of the research assessment tasks

Human Biological Science

Year: 11**Code:** A1HBS ; A2HBS

Minimum Entry Requirement:

- B grade or higher for Biological Sciences in Year 10
- C grade in Year 10 English

Curriculum Focus

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings.

Course Content

A1HBY The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning

- Cells and tissues
- Metabolism and biochemical processes such as cellular respiration, formation of ATP and enzyme function
- Body systems -respiratory, circulatory, lymphatic, digestive, musculoskeletal and the excretory

A2HBY Reproduction and Inheritance

- Structure and function of DNA
- Protein synthesis
- Epigenetics
- Cell reproduction – mitosis and meiosis
- Human reproduction – male and female reproductive systems
- Types of inheritance
- DNA profiling.



Mathematics Applications

Year: 11

Code: A1MAA; A2MAA

Minimum Entry Requirement

- C grade for Mathematics in Year 10

Curriculum Focus

Mathematics Applications is an ATAR course which focuses on:

- the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- the ability to solve real world problems
- reasoning and interpretive skills in mathematical and statistical contexts
- the capacity to communicate the results of an activity in a concise and systematic manner using appropriate mathematical and statistical language

Course Content

A1MAA

This unit covers;

- Consumer arithmetic – including rates and percentage change in the context of earning and managing money, and the use of spread sheets in real life situations
- Algebra and matrices – including substitution into formula and the use of spreadsheets and the use of technology. The introduction of matrices to store and display information which model and solve problems in everyday life
- Shape and measurement - including the use of Pythagoras' Theorem to solve practical problems. Calculations of volumes and surface area in practical situations and the use of similarity and scale factors to solve linear scaling

A2MAA

This unit covers;

- Data analysis and the statistical investigation - developing students' ability to organise and summarise univariate data in the context of conducting a statistical investigation
- Applications of trigonometry - extending students' knowledge of trigonometry to solve practical problems involving non-right angle triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation
- The use of linear equations and their graphs, linear piece-wise and step graphs, to model and analyse practical situations



Mathematics Methods

Year: 11

Code: A1MAM; A2MAM

Minimum Entry Requirement:

- A/B grade for Mathematics in Year 10

Curriculum Focus

This course focuses on the use of calculus and statistical analysis, algebra including exponentials, logarithms and their graphs as well as arithmetic, geometric sequences and their applications. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Course Content

A1MAM

This unit covers;

- Functions and graphs – algebraic concepts and techniques required for the study of functions and calculus are reviewed
- Relationships between variable quantities and the key concepts of functions and graphs, trigonometric functions and the concept of the unit circle using degrees and radians are introduced
- Trigonometry of non-right angle triangles and their applications are investigated. Trigonometric functions and their applications in a wide range of settings are explored
- Counting and probability—introduction of counting techniques and the concepts of conditional probability and independence

A2MAM

This unit covers;

- Exponential functions—the properties and graphs of the exponential functions are introduced and examined
- Arithmetic and geometric sequences and series—the sequences are introduced and their recursive definitions are applied
- Introduction to differential calculus—rates and average rates of change and derivatives are introduced, derivatives of simple polynomial functions, applications of derivatives, slopes and equations of tangents, instantaneous velocities and the solution of optimisation problems

Additional Information

This course is suitable for students who have strong ability and interest in Mathematics.

Modern History

Year: 11

Code: A1HIM ; A2HIM

Minimum Entry Requirement:

- B grade or higher for HASS in Year 10

Curriculum Focus

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper understanding of the world in which they live. While the focus is on the 20th century, the course refers back to changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. Students are introduced to the complexities of evidence, its expanding quantity, range and form; characteristics of modern historical representation; and the skills that are required to investigate controversial issues.

Course Content

A1HIM Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

A2HIM Movements for change in the 20th century

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Additional Information

- Ability to present an argument
- Analytical skills
- Research and writing skills

Outdoor Education

Year: 11

Code: A1OED ; A2OED

Minimum Entry Requirement:

- Able to swim 200m in open water
- B grade for English/Science in Year 10

Curriculum Focus

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in the experiences and reflect on their involvement.



Course Content

Units in this course are designed to be developmental, with students building their core skills and understandings. Each of the ATAR OED units cover core content, which includes

Outdoor Experiences

- Expedition planning
- Skills and Practices: roping, camping, canoeing, navigation, bushwalking, abseiling, sea kayaking and caving
- Safety: Risk Management, Emergency considerations and response.

Self and Others

- Personal skills, decision making, journal writing
- Group development stages, skills for developing an effective group
- Leadership: styles, briefing

Environmental Awareness

- Living and non-living features of environments
- Weather
- Respecting and being comfortable in nature
- Environmental management
- Leave no trace



A1OED

In this unit, students will focus on the areas of roping, camping, mountain biking and navigation.

A2OED

In this unit, students will focus on the areas of Bushwalking, abseiling, canoeing and caving.

Additional Information

There are two three day expeditions in year 11 and students must attend these expeditions. The first camp involves mountain biking, bushwalking and navigation. The second expedition involves abseiling and caving in the south west. The cost of the expedition will not exceed \$150.00 in total.

Students are expected to purchase a school rash vest to be worn for the canoeing lessons. Many practical lessons are conducted off site at suitable venues around Mandurah.

Physics

Year: 11

Code: A1PHY ; A2PHY

Minimum Entry Requirement

- A Grade for Year 10 Mathematics
- B Grade or higher for Physical Science in Year 10
- C Grade for Year 10 English

Curriculum Focus:

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.



Course Content

A1PHY

This unit covers the following topics;

- Heating processes, nuclear reactions, and electricity
- Exploration of the ways physics is used to describe, explain and predict energy transfers and transformations that are important to modern industrial societies
- Investigation of heating processes and application of the nuclear model of the atom to investigate radioactivity
- Learn how nuclear reactions convert mass into energy
- Examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

A2PHY

This unit covers the following topics;

- Newton's Laws of Motion describing the relationship between the forces acting on an object and its motion
- Transfer of energy by waves and that a wave model can be used to explain the behaviour of sound
- How scientific models and theories have developed and are applied to improve existing, and develop new technologies
- Science inquiry skills to design, conduct and analyse safe and effective investigations into linear motion and wave phenomena, and to communicate methods and findings
- How algebraic and graphical representations are used to calculate, analyse and predict measurable quantities associated with linear and wave motion.



Additional Information

Due to its mathematical content, students need to satisfy the entry requirements needed to enrol in a Year 11 Mathematics course that can lead to university studies. A strong ability in Mathematics is central to success in this course.

Applied Information Technology

Year: 11

Code: G1AIT ; G2AIT

Minimum Entry Requirement

- C grade for English in Year 10

Other Necessary Skills

- Interest in computing and software applications

Curriculum Focus

This course provides students with skills and knowledge to meet personal and workplace technology needs including information technology safely and improving productivity and efficiency in the design and creation of solutions relating to communications.

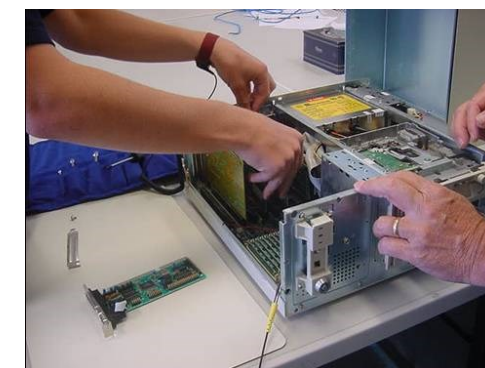
Course Content

G1AIT

The focus for this unit is personal communication and using technology to meet personal computing needs. Students investigate how individuals use information technology in their daily lives, and develop a range of skills that enable them to communicate using appropriate technologies.

G2AIT

The focus for this unit is work readiness and using technology commonly required in the operation of a small office environment. Students investigate the computing equipment, common computer applications and the work skills required to effectively operate in an employment context.



Additional Information

Skills and knowledge covered in this course will provide a transferable skill set that can be used in the wider world of the workplace and provide a basis for lifelong learning.

Automotive Engineering & Technology

Year: 11

Code: G1AET ; G2AET

Minimum Entry Requirement

- C grade for English and Mathematics in Year 10
- Demonstrated self management skills

Other Necessary Skills

- Interest in engines, motors and vehicles
- Ability to accept responsibilities and work as part of a team
- Discipline to bring the required Personal Protective Equipment & clothing to every workshop session

Curriculum Focus

Students develop an understanding of automotive vehicles and basic principles and systems. They will develop safe workshop practices and correct use of tools. The course will involve the use of a variety of teaching aids; stationary motors, motor bikes, marine engines and vehicles. As students develop knowledge and skills they will service, maintain and repair different sub systems.

Course Content

G1AET

- Principles
- Maintain and Repair
- Systems

G2AET

- Rules and Regulations
- Social economic and environmental implications
- Design

COMPULSORY

OHS & PPE (Personal Protective Equipment) student requirements are:

- Clear safety glasses (AS 1336 or above)
- Safety cap work boots that cover ankles (AS2210 or above)
- Drill cotton industrial trousers and long sleeve shirt
- Restrain long hair and no jewellery

PPE (Personal Protective Equipment)

*Requirements are compulsory for this subject. **Students not prepared to comply will not be able to participate in this***

Children, Family & Community - Caring for Others

Year: 11

Code: G1CFCC ; G2CFCC

Minimum Entry Requirement

- C grade for English in Year 10

Curriculum Focus

Curriculum Focus In this course students will learn about various aspects of family and community and issues that can influence development.

These include;

- Growth and development of children
- Family types • Services to assist the family
- Meeting the needs of children and families
- Social and ethical issues linked to rights, responsibilities, laws and relationships
- Safety and security of children and families
- Impact of lifestyle behaviors
- The concept of sustainable living

Course Content

G1CFCC

Focuses on the family uniqueness where students examine the role of the family and various groupings' similarities and differences. Students design and produce products that meet the needs of children, families and the community.

G2CFCC

Focuses on the health of individuals and communities through an examination of biological and environmental factors and the influences of lifestyle behaviors. Through the experience of running a playgroup, students improve their decision making and teamwork skills.

Additional Information

Students have to work in teams in a well organized manner



Career and Enterprise

Year: 11

Code: G1CAE ; G2CAE

Minimum Entry Requirements

- C Grade for English in Year 10

Curriculum Focus

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.



Course Content

G1CAE

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

G2CAE

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

The content is divided into six areas:

- **Learning to learn**
- **Work skills**
- **Entrepreneurial behaviours**
- **Career development and management**
- **The nature of work**
- **Gaining and keeping work**

Additional Information

Students may choose 1ADWPL—Workplace Learning (an endorsed program) to complement their CAE course.

Dance

Year: 11

Code: G1DAN & G2DAN

Minimum Entry Requirement

- C grade for Dance in Year 9/10
- Genuine interest in dance and being physically active
- C grade for English in Year 10

Curriculum Focus:

This course provides a practical focus on modern dance styles and technique.

Course Content

G1DAN

- Modern and Contemporary Dance
- History of dance

G2DAN

- Choreography
- Physical anatomy involved in dance
- YOHEFEST
- Ability to be able to reflect on learning through written format
- Ability to work in and commit to a group process
- Be prepared to perform in front of others



Additional Information

- A willingness to participate in a range of physical activities
- Confidence in performance

Design - Technical Graphics

Year: 11

Code: G1DESG; G2DESG

Minimum Entry Requirement:

- C grade for English and Mathematics

Curriculum Focus

Students are introduced to the design process and practice so it can be used to provide solutions to design problems. Introductory sketching techniques and computer assisted drawing software are utilised to communicate their design ideas. Students will use both Laser cutting technology and Vinyl cutting to complete personal designs. Software utilised for the program will assist the less experienced students and at the same time is powerful enough to extend the most capable design student.

Course Content

G1DESG Design Fundamentals

- Introductory sketching techniques
- Design Principles
- Elements of Design
- Design Process

G2DESG Personal Design

- Personal Design solutions
- Design process
- Design Application
- Society, Culture and their relationships within design



Additional Information

This course is suited to any student who is interested in a career pathway in architectural, mechanical, interior design, sign writing and product design activities.

Other Necessary Skills:

- Ability to think and work independently
- Interested in Design and problem solving

Drama

Year: 11

Code: G1DRA; G2DRA

Minimum Entry Requirement

- C grade for English in Year 10

Curriculum Focus

This unit engages students with the skills, techniques and conventions of dramatic storytelling and focuses on drama performance events for an audience other than their class members.

Course Content

G1DRA

This unit focuses on;

- Improvisation
- Origins of theatre
- Representational theatre (realism)
- Script
- Viewing a public performance
- Performing
- Production roles

G2DRA

This unit focuses on;

- Presentational theatre
- Movement
- Voice
- YOH festival – public performance competition
- Performing
- Lighting and costume



Important Information

30% - Written Response
70% - Performance

Design - Photography

Year: 11

Code: G1DESP; G2DESP

Minimum Entry Requirement

- Minimum of C grade for English in Year 10

Curriculum Focus

This course is suited to those who are highly motivated and have a keen interest in Photography and Design. This course equips students with the knowledge and skill to understand and interpret design through the medium of photography. The photography context of this course will enable students to learn fundamental photographic and design skills, techniques, and practices within a modern, vibrant and exciting teaching environment.

Course Content

G1DESP Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Students will develop skills and knowledge in each of the following

- Digital SLR cameras fundamentals
- image management in a digital environment
- explore camera techniques and practical project work to produce high quality photographic images • design fundamentals
- copyright and introduction to colour basics
- historical aspects of the photographic process
- understanding of focal length
- depth of field and photographic design elements
- Photoshop fundamentals and techniques

G2DESP Personal Design

Students learn that they visually communicate aspects of their personality, values and beliefs through their affirmations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in more detail.

Students will develop skills and knowledge in each of the following

- Studio photography - Portraiture, Field Photography activities
- using shutter speeds to capture motion
- exploring personal design concepts
- graphic art concepts and design

Additional Information

Students need to be prepared to undertake additional class work in their own time including photography, research and other course related homework, of approximately 2-3 hours per week. Students will also need good time management and organizational skills

Ideally students need to have a sound basic computer skills and some skills in Photoshop would be advantageous but not essential.



Earth and Environmental Science

Year: 11

Code: G1ESS ; G2ESS

Minimum Entry Requirement

C grade or higher for Science in Year 10

Curriculum Focus

The Earth consists of interacting systems, including the geosphere, atmosphere, hydrosphere and biosphere. A change in any one sphere can impact on others at a range of temporal and spatial scales. In this unit, students build on their existing knowledge of Earth by exploring the development of understanding of Earth's formation and its internal and surface structure. Students study the processes that formed the oceans and atmosphere. They review the origin and significance of water at Earth's surface, how water moves through the hydrological cycle, and the environments influenced by water, in particular, the oceans, ice sheets and groundwater.

Earth system processes require energy. In this unit, students explore how the transfer and transformation of energy from the sun and Earth's interior enable and control processes within and between the geosphere, atmosphere, hydrosphere and biosphere. Students examine how the transfer and transformation of heat and gravitational energy in Earth's interior drive movements of Earth's tectonic plates. They analyse how the transfer of solar energy to Earth is influenced by the structure of the atmosphere; how air masses and ocean water move as a result of solar energy transfer and transformation to cause global weather patterns; and how changes in these atmospheric and oceanic processes can result in anomalous weather patterns.

Course Content

G1ESS

- understand the key features of Earth systems, how they are interrelated, and their collective 4.5 billion year history
- understand scientific models and evidence for the structure and development of the geosphere, the hydrosphere, the atmosphere and the biosphere
- understand how theories and models have developed based on evidence from multiple disciplines; and the uses and limitations of earth and environmental science knowledge in a range of contexts
- use science inquiry skills to collect, analyse and to communicate primary and secondary data using qualitative and quantitative representations in appropriate formats.

G2ESS

- understand how energy is transferred and transformed in Earth systems, the factors that influence these processes, and the dynamics of energy loss and gain
- understand how energy transfers and transformations influence oceanic, atmospheric, tectonic and biogeochemical cycles
- understand how theories and models have developed based on evidence from multiple disciplines
- use science inquiry skills to collect, analyse and communicate primary and secondary data using qualitative and quantitative representations in appropriate formats.



English

Year: 11

Code: G1ENG; G2ENG

Minimum Entry Requirement

- Passing the Year 10 Online Literacy Test or achieving Band 8 or higher in Year 9 NAPLAN

Curriculum Focus

The English General course focuses on refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, workplace and community contexts. The course develops students' language, literacy and literary skills to enable them to communicate successfully for both imaginative and practical purposes. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Course Content

G1ENG

This unit focuses on students comprehending and responding to the ideas and information presented in texts. Students will use a variety of strategies to assist comprehension read, view and listen to texts to connect, interpret and visualise ideas. They will learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure. Students will learn to communicate ideas and information clearly and correctly in a range of contexts.

G2ENG

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students will analyse text structures and language features to identify ideas, arguments and values expressed in texts. The course explores the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.

Additional Information

- This General English unit is suited to those students who need to further develop, reading, oral, viewing and writing skills
- Ability to work independently on assigned tasks

Food Science & Technology

Year: 11

Code: G1FST; G2FST

Minimum Entry Requirement

- C grade for English in Year 10
- Enthusiasm for food knowledge & practical work

Curriculum Focus

This course has two components; Food Choices & Food for Communities. Students explore through practical and theory lessons, the way they select and use foods and how this is determined by the family, customs, budget and availability of food with an emphasis on local foods. Curriculum delivery is an equal time allocation of theory and practical lessons.

Course Content

G1FST Local Foods

- How to source, identify, classify and use in day to day meals
- Healthy choices & how to apply them using food selection models
- Devising food products
- Safe handling of food
- Precision cutting techniques
- Self-management skills
- Food preparation and presentation skills

G2FST Staples of International Food

- The macronutrients needed for health
- Investigation, use and preparation of a variety of staple foods
- The study of certain health issues arising from food choices

Additional Information

Students need to have the ability and willingness to work as a team member in small and large groups.



Health Studies

Year: 11

Code: G1HEA ; G2HEA

Minimum Entry Requirement

- C grade minimum in Year 10 English & Health Education

Curriculum Focus

This course focuses on the study of health and its impact on quality of life. Students undertaking the course will develop knowledge and skills required to promote individual and community health.

Using an inquiry process, students draw on their knowledge of health concepts and investigate health issues that interest them, whilst developing research skills they will be able to apply to a range of health issues or concerns.

Course Content

G1HEA

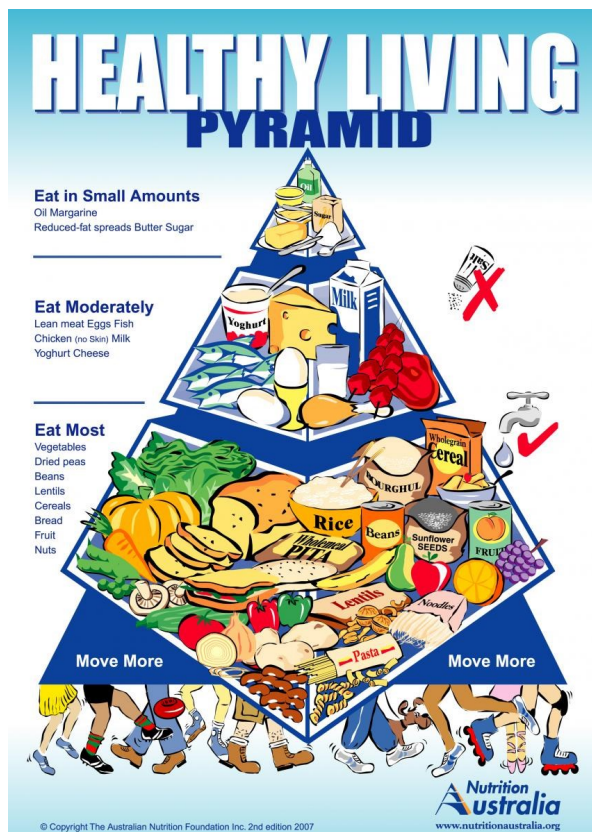
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health and design action plans to improve health and achieve set goals. Students will also start to look at the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms. They will explore how self-management and interpersonal skills are required in health settings to build effective relationships. Health inquiry skills are developed and applied to investigate and report on health issues.

G2HEA

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of decision making and the role of communities in shaping norms and expectations are explored. Self management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Additional Information:

- Work independently at times, completing research and assessment tasks
- The ability to work in teams as a productive member and some public speaking to small groups of people (up to 6).



Human Biological Science

Year: 11

Code: G1HBY; G2HBY

Minimum Entry Requirement:

- C grade for Biological Sciences in Year 10

Curriculum Focus

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems.



They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Course Content

G1HBY Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems.

- Cells, cell processes, organelles and their functions
- Body systems – respiratory, circulatory, digestive and urinary
- Diseases and conditions of the body systems
- Nutrition and diet

G2HBY Reproduction

This unit explores the roles of males and females in the process of reproduction

- Genetic material – structure and function of DNA
- Cell division – mitosis and meiosis
- Reproductive systems – structure and function of male and female reproductive systems
- Pregnancy
- Reproductive technologies (IVF, GIFT)
- Contraception methods
- Sexually transmitted infections (STIs)



Marine & Maritime Studies

Year: 11

Code: G1MMS; G2MMS

Minimum Entry Requirement

- C grades in Year 10 Science and/or Outdoor Education
- Competent swimmer - able to swim 200m
- Interest in or affinity towards the marine environment

Curriculum Focus

This course provides opportunities for students to apply theoretical knowledge through practical activities and learning experiences both within and outside of the classroom.

Based in our Maritime Training Centre in Dawesville, students develop responsible and competent boat handling and navigation skills, and in doing so demonstrate an understanding of nautical concepts. They develop knowledge of seaworthy craft, and the basics of good boat design, construction and maintenance. They also develop personal water based skills (snorkelling/SCUBA) to allow them to engage directly with the marine environment.



Course Content

G1MMS

- Sailing Pacer Yachts
- Sustainability, eco diversity and responsibilities of marine resources
- Blue Swimmer Crab Study
- Basic Skills Sailing Certificate from Yachting Australia

G2MMS

- Snorkelling
- PADI Open Water SCUBA Certification (optional)
- Oceanography
- Maritime Archaeology Study

Additional Information

Open Water SCUBA \$500—optional

Students required to purchase JTC rash vest

Mathematics Essentials

Year: 11

Code: G1MAE; G2MAE

Minimum Entry Requirement

- Pass Year 10 Online Numeracy Test or achieve Band 8 or higher in Year 9 NAPLAN

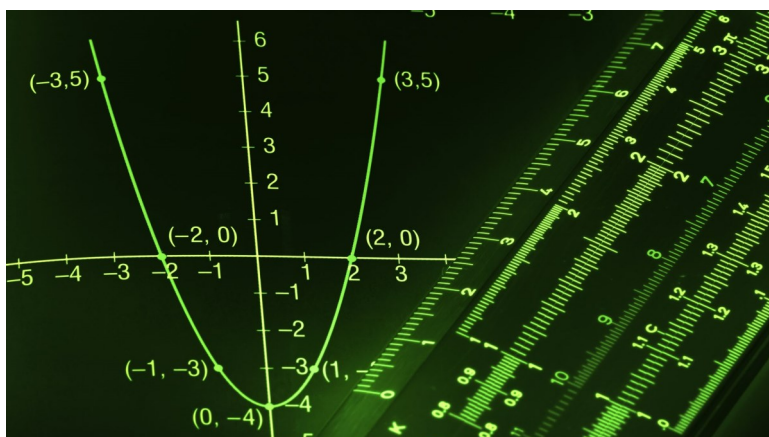
Curriculum Focus

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Course Content

G1MAE includes the following four topics;

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs



G1MAE students will;

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution

G2MAE includes the following four topics;

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Additional Information

Assessment for this unit will consist of;
Practical Applications: 50%
Response: 50%

In G2MAE students

- apply the statistical investigation process to real world tasks
- Clarify the problem and pose one or more questions that can be answered with data
- Design and implement a plan to collect or obtain appropriate data
- Select and apply appropriate graphical or numerical techniques to analyse the data
- Interpret the results of this analysis and relate the interpretation to the original question
- Communicate findings in a systematic and concise manner

Materials Design & Technology - Wood

Year: 11

Code: G1MDTW; G2MDTW

Minimum Entry Requirement:

- C grade for English and Maths in Year 10
- C grade for Mathematics in Year 10
- Interest in working with timber

Curriculum Focus

Students are introduced to the fundamentals of design using wood as the focus medium. Throughout the unit, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop hand skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

Course Content

G1MDTW

Students are introduced to safe woodworking practices, hand tools and workshop machinery use. They increasingly learn and build up a repertoire of essential skills and techniques and apply these to design and make a major project.

G2MDTW

Students learn additional safe woodworking practices and comprehensive static machinery techniques. Students are introduced to furniture design procedures and then apply their skills and knowledge to manufacture their own furniture item in the workshops.

COMPULSORY

OHS & PPE (Personal Protective Equipment) student requirements are:

- Clear safety glasses (AS 1336 or above)
- Safety cap work boots that cover ankles (AS2210 or above)
- Drill cotton industrial trousers and long sleeve shirt
- Restrain long hair and no jewellery

PPE (Personal Protective Equipment) requirements are **compulsory** for this subject. **Students not prepared to comply will not be able to participate in this course.** It is the responsibility of the students to purchase their own PPE.

Additional Requirements:

The patience to practise and learn practical hands-on skills
The ability to problem solve; design, plan and manage calculated solutions
The capability to work either individually or as an effective member of a team
The personal discipline to follow the OHS regulations of every situation

Occupational Health and Safety

It is the responsibility of the student to purchase, maintain and bring to class their own compulsory Personal Protective Equipment. Students not prepared to comply with any OHS regulations will not be able to participate in this course.

Media Production & Analysis

Year: 11

Code: G1MPA; G2MPA

Minimum Entry Requirement:

- C grade or higher for English in Year 10

Curriculum Focus

Digital technologies have had an impact on all Australian lives and with new technologies the role of the audience has shifted from a passive consumer to a more active participant. Students will interact and have the opportunity to use technologies that allow them to engage with current media and to adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases.

Course Content

G1MPA Mass media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced

G2MPA Point of view

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.



Additional Information

- Ability to work in a team for a common purpose
- Ability to work independently on tasks
- Interest in television, mass print and popular culture

General - Music

Year: 11

Code: G1MUS; G2MUS

Minimum Entry Requirement

- An interest in or passion for music
- Some lower school music experience would be desirable but not essential

Curriculum Focus

This course is suited to those who are highly motivated and have a keen interest in music theory, music making and music creating. This course equips students with the knowledge and skills to understand, perform and compose. A range of genres and topics are explored using the elements of music as a focus. Skills will be developed in a range of context including solo and ensemble playing on a variety of instruments.

Course Content

Unit 1—G1MUS

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in a specific selected context for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

- Written Component- Aural and Theory, Composing and Arranging, Investigation and Analysis
- Practical Component- Performance/Composition Portfolio/Production/Practical Project

Unit 2- G2MUS

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in a different selected context for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

- Written Component- Aural and Theory, Composing and Arranging, Investigation and Analysis
- Practical Component- Performance/Composition Portfolio/Production/Practical Project



Outdoor Education

Year: 11

Code: G1OED; G2OED

Minimum Entry Requirement

- Ability to swim 200m in open water
- Availability to attend expedition

Curriculum Focus

Through interaction with the natural world, this course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Course Content

Each of the General Outdoor Education units cover core content which includes;

Outdoor Experiences

- Expedition planning
- Skills and Practices: roping, camping, canoeing, navigation, abseiling, and mountain biking
- Safety: Risk Management, Emergency considerations and response

Self and Others

- Personal skills, decision making, journal writing
- Group development stages, skills for developing an effective group
- Leadership: styles, briefing

Environmental Awareness

- Living and non-living features of environments
- Weather
- Respecting and being comfortable in nature
- Environmental management
- Leave no trace

G1OED

In this unit, students will apply their skills and understandings to the contexts of orienteering, mountain biking and camping.

G2OED

In this unit, students will apply their skills and understandings to the contexts of canoeing, abseiling and roping and will building on their knowledge related to camping.



Additional Information

There are two expeditions in year 11, each two days long, and **students must attend these**. The first is an overnight camp that may include mountain biking and navigation with a cost of \$30. The second expedition involves a day trip to Margaret River which may include canoeing and roping with a maximum cost of \$80 and a one day excursion.

Students are expected to purchase a school rash vest to be worn for the canoeing.



Physical Education Studies

Year: 11

Code: G1PES; G2PES

Minimum Entry Requirement

- C grade for Health and Physical Education in Year 10
- Interest in sport and physical activity
- Demonstrated self management skills

Curriculum Focus

The course involves a balance of theory and practical components. The students will develop the knowledge and understanding of the functional anatomy, motor learning and coaching, exercise physiology, sports psychology, biomechanical principles and their involvement in physical performance as well as mental skills that assist with improved performance as a team member or as an individual.

Course Content

G1PES

The theoretical components of this course represent 50% of the unit and covers the following;

- Functional Anatomy
- Role of biomechanical principles
- Components of fitness
- Classification of motor skills
- Strategies and skills
- Phases of skill learning

The practical components will be: Softball & Soccer

G2PES

The theoretical components of this course represent 50% of the unit and covers the following;

- Developing physical skills and tactics
- Training principles
- Functional Anatomy
- Biomechanical principles of force and motion
- Energy Systems
- Role of mental skills in performance

The practical components could include but not limited to: Athletics & Badminton



Visual Arts

Year: 11

Code: G1VAR ; G2VAR

Minimum Entry Requirement

- Some lower school visual art experience or drawing portfolio is desirable

Curriculum Focus

One studio project based upon the foundation work, teacher expertise and the available resources. Research, design development, and critical analysis form integral parts of the course.

Course Content

G1VAR

The focus of this unit is Experiences. Students develop art works primarily concerned with experiences of the self and observations of the immediate environment. The unit could include activity from the following studio areas.

- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles
- Fashion design

Research, design development and critical analysis form integral parts of the course.

G2VAR

The focus of this unit is **Explorations**. Students explore ways to express personal beliefs, opinions and feelings. The unit could include activity from the following studio areas:

- Ceramics
- Painting
- Sculpture
- Graphic design
- Textiles

Additional Information

Strong drawing skills required

Workplace Learning

(Authority Developed Workplace Learning—ADWPL)

Year: 11

Code: ADWPL Units 1 & 2

Minimum Entry Requirement

- C Grade for English in Year 10
- Satisfactory Year 10 Report
- Demonstrated self-management skills

Course Content

Workplace Learning is an endorsed program that is offered at John Tonkin College. To complete this program a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and tasks undertaken in the workplace in their Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace.

This course is offered as one day per week in the workplace, usually a Thursday or Friday. Each unit comprises 55 hours and students are expected to complete Units 1 & 2. Once the 110 hours is completed satisfactorily and the Logbook and Journal are completed and submitted, students will be awarded a subject equivalent.

This can take place in a **paid or unpaid** workplace environment.

This is an excellent opportunity for students to be enrolled in a school subject or Certificate course associated with the industry area in which they anticipate completing their ADWPL. In this way they can practice the skills they learn in the workplace.

Students begin the year completing a Work Readiness program. Once completed satisfactorily students begin their workplace in term 1 week 5 and continue on their allocated day until the 110 hours are completed.

Parents and students are encouraged to contact employers to arrange work placements for 2018.

Minimum Commencement Requirements

- Students must demonstrate appropriate behaviour at school (dress, attendance and attitude) prior to work placement.
- Successful completion of a work readiness program.
- It is recommended that ADWPL students also enrol in Career and Enterprise G1CAE/G2CAE

Delivery method

- 15% - classroom delivery completing documentation and, Logbook and Journal
- 85% - on the job in the workplace

Links to recognised Qualifications

Workplace Learning adds experience to a wide range of Certificate courses offered by John Tonkin College allowing students to demonstrate skills learned at school or TAFE in the workplace and to follow career pathways while gaining hands on experience.



Vocational Education & Train-



What is VET?

Vocational Education and Training encompasses all courses where a student is working towards completing qualifications or units of competence that are recognised nationally. Achievement of a full qualification results in a student being awarded a Certificate I, II, III, IV or Diploma. Students who complete VET courses gain credit towards their WACE through the completion of units of competency.

Why study a VET Course as part of the WACE?

The 2019 WACE requirements stipulate that students must enrol in four or more ATAR courses or **must** complete a Certificate II or higher during years 11 and 12. Students studying General courses must complete a Certificate II or higher to achieve the WACE. VET qualifications provide enhanced opportunities for further training and employment.

Auspice Courses 2019

John Tonkin College offers a range of qualifications in the form of Certificate II and III that are delivered by our qualified staff. Students apply for these courses through the normal enrolment process.

JTC runs these courses via a contractual process with State Training Providers such as South Metro TAFE or with Registered Training Organisations (RTO's) such as YMCA, VETiS Consulting, Skills Strategies or CET (College of Electrical Training). These courses are undertaken by students as a component of their studies alongside school based General or ATAR courses. These courses are all run at JTC and are accommodated within the normal school timetable. Most courses take two years to complete with Business and Tourism being the exception.



Types of Auspice courses Offered

The following courses will be offered under Auspice at John Tonkin College in 2019 subject to sufficient numbers:

Types of Auspice courses Offered

The following courses will be offered under Auspice at John Tonkin College in 2019 subject to sufficient numbers:

- **Certificate II Tourism**
Year 11 or 12
1 year course
- **Certificate III Tourism**
Year 12
1 year (continuing students only)
- **Certificate III Information Digital Media and Technology**
Computer Technician (CTC)/Cisco
2 year course
- **Certificate II Visual Arts**
Photo Imaging
2 year course
- **Certificate II Sports Coaching**
2 Year course
- **Certificate II Business**
1 year course
- **Certificate II in Conservation and Land Management (CALM)**
2 year course
- **Certificate II Community Service**
2 year course
- **Certificate II Engineering Pathways**
Metal Trades
2 year course
- **Certificate II Construction Pathways**
Building Trades
2 year course
- **Certificate II Hospitality /Catering**
2 year course

Profile Courses 2019

Students can apply for Profile courses which are delivered by State Training Providers such as South Metro TAFE and North Metro TAFE.



Applying for VET Profile Courses

Applications for Profile courses are **highly competitive** as TAFE take students from many schools in the Peel Region. As a minimum, students must be achieving a **C** grade in Maths and English in semester one. **A strong attendance record at school and positive comments by teachers on Semester One Year 10 reports are also essential.**

Students will be asked to complete an Expression of Interest form in the first two weeks of Term 3 so that the VET team can contact students when the courses are released in early term three. The full **ON-LINE** application process will then be completed in term 3 where students will be given appointments to attend the VET office to do their application. Parents are welcome to attend this appointment. School Report and Resume must be attached to this application.

The Profile selection process will be completed in late term three and the VET team will then notify students with the result of their application. At this stage, changes can then be made to timetables if necessary to accommodate this VET Profile course.



Location of Profile Courses

Students may be required to travel to different training locations on the days of their course. Some courses may be delivered at the Mandurah Education Training Campus (MET) but many are delivered in various locations including Rockingham, Kwinana, Beaconsfield, Jandakot, and even Perth. Students are responsible for making their way to and from these locations.

Note Well!!

Students successfully accessing these locations each week MUST be part of the decision making process as some are quite difficult for students to get to, requiring bus and train and several hours of travel per day.

Types of Profile courses Offered

JTC students have typically been able to access Certificates courses in the following areas:

- **Animal Studies**
- **Automotive -Electrical, Heavy Vehicle and Light Vehicle**
- **Aviation**
- **Community Services – Child Focus**
- **Construction - (Bricklaying, Carpentry and Joinery, Plumbing)**
- **Data and Voice Communications (Electrical Trades)**
- **Electronics**
- **Engineering (Trade and Technical)**
- **Events Management**
- **Fashion**
- **Floristry**
- **Hairdressing**
- **Hospitality/Food/Tourism**
- **Information, Digital Media and Technology (Cyber Security)**
- **Media**
- **Retail Cosmetics**
- **Sampling and Measuring**
- **Warehouse/Logistics**

A brief description has been provided on each of these areas next page.

Vocational Education & Training (VET) continued

Profile Courses typically offered by South Metro (SMTAFE) and/or North Metro TAFE (NMTAFE) each year.

TAFE will release their final course offerings for 2019 in early Term 3

Brief Descriptions:

Animal Studies

This course teaches the practical skills and knowledge to assist in a veterinary practice or other animal care establishments such as kennels or catteries.

Automotive (Light Vehicle)

Students will gain a feel for the automotive industry and identify and work with light and heavy vehicles on particular components such as steering and suspensions or cooling systems.

Aviation and Aeronautics

These courses include Aeroskills/Avionics, Flight Operations, Cabin Crew and Aeronautics (Commercial Pilot Theory).

Community Services - Childcare

This qualification is designed to reflect the role of employees in the Child-care sector.

Construction - Bricklaying

Learn skills in handling construction brick and block materials, basic hand skills, reading building plans, measuring and calculations with a focus on bricklaying.

Construction - Carpentry and Joinery

Learn skills in handling construction materials, basic hand skills, reading building plans, measuring and calculations with a focus on carpentry and joinery.

Data and Voice Communications (Electrical Trades)

This course teaches the practical skills and knowledge to install, operate, and maintain electrical and communications equipment and systems for domestic, business and industrial markets.

Engineering

The skills gained from this qualification will enhance students' prospects in metal fabrication and fitting and machining industry.

Events

In this course you learn in a diverse and flexible environment where you will gain exposure to the Events Industry and achieve event industry skills.

Fashion

This exciting pathway incorporates all aspects of the fashion production process from design principles to construction techniques.

Floristry

Practical skills and knowledge to prepare floral arrangements organise storage and provide service to customers.

Hairdressing

This course provides students with the skills and knowledge to support professional hairdressers to carry out a range of salon services.

Health Services

This is for students interested in working in primary health, community health, allied health or health promotion. On offer are Cert III's in Health Population and Health Services Assistance.

Hospitality and Tourism

The skills and knowledge developed can be applied in various hospitality settings including restaurants, hotels, catering operations and cafes.

Information, Digital Media and Technology

Students will learn the fundamentals of programming, web development or cyber security.

Kitchen Operations

This qualification provides a pathway into a career in the hospitality industry focussing on commercial cookery from kitchen hand to chef.

Media

You will learn to develop and extend your creative thinking skills. The two main areas of skill in this course are animation and digital effects and digital content and imaging.

Retail Makeup and Skin Care

This course is based on the selling of makeup and retail skin care products and performing routine salon or store functions.

Warehouse and Logistics

Students will gain skills in safety management, general warehousing, customer services and despatching. Once complete you will be able to start a career in warehousing, transport, and logistics.

Sample and Measurement

This course provides student with the practical skills and knowledge to collect and process samples and to maintain integrity of records in a laboratory setting.



Vocational Education & Training (VET) continued

Profile Application Timeline

Term 3

Week 1

Assembly – There will be a PowerPoint presentation on the subject selection process for Year 11 including ATAR, General and VET courses. Students will receive Expression of Interest forms for **Profile** courses at TAFE for 2019.

Students will complete a Supporting Statement and Resume during AVID classes which will be required at the appointment and will be attached electronically to their application along with their Year 10 Report.

Applications WILL NOT be accepted by TAFE without a current School Report and a USI. The Supporting Statement and Resume are there to enhance your application in a highly competitive process.

It is also important to note that students will only be able to put in an application for **ONE** Profile course.

Week 2

Tuesday 24th July 4-4.30pm **Parent Information Session**
- Performing Arts Centre JTC. (There is a Parent Evening at the same time re School Reports)

Week 3 - 6

Students who completed an Expression of Interest form will be contacted with an appointment time to complete their Online Application for Profile course. These appointments will be in the VET Office.

NOTE WELL! Students must bring their Resume, Supporting Statement and USI or Medicare Card to the appointment!

Week 7

This is the students' final week to complete online applications. Applications close **Friday 31st August 2018.**

Term 4

Week 4

Students notified about results of applications. Successful students will require an appointment with JTC Administration to renegotiate their timetable.

Week 7 – Onwards

On acceptance to the course, SMTAFE /NMTAFE will notify students of information sessions re their new course. Students and parents are expected to attend the appropriate session.



Year 11 or 12 Course (1 Year Course) Certificate II in BUSINESS BSB20115

Year 11 OR 12	This course is delivered over ONE year.
Course Code:	BSB20115
This course is delivered in partnership with the Registered Training Organisation (RTO) YMCA.	
Minimum Entry Requirements / Prerequisites	
<ul style="list-style-type: none"> Recommended to have a minimum "C" grade in English. Be computer literate or willing to develop computer skills. 	
Curriculum Focus	
This course is designed for students who are seeking to gain an understanding of business fundamentals with an interest in gaining entry level employment in administrative or customer service roles. Students will gain the necessary skills, knowledge and confidence to work effectively in an organisational environment which requires co-operation and team work, adherence to organisational goals and values and skills to work within a clearly prescribed framework. These skills and knowledge are also transferable to many other areas of study or employment.	
Course Content	
Students will complete the following 12 Units of Competence:	
<ul style="list-style-type: none"> BSBCMM201 Communicate in the workplace BSBWHS201 Contribute to health and safety of self and others BSBIND201 Work effectively in a business environment BSBITU201 Produce simple word processed documents BSBITU202 Create and use spread sheets BSBITU203 Communicate electronically BSBWOR204 Use business technology BSBCUS201 Deliver a service to customers BSBWOR203 Work effectively with others FNSFLT201 Develop and use a personal budget BSBITU101 Operate a personal computer BSBITU302 Create electronic presentations. 	
Additional Information	
Units completed in this course can be used as credit towards further study in Business and Information Technology at TAFE.	

Year 11 Course (2 Year Course) Certificate II in Community Services CHC22015

This course is delivered in partnership with the Registered Training Organisation (RTO) YMCA.

Minimum Entry Requirements / Prerequisites

- Recommended to have a minimum “C” grade in English.
- Be computer literate or willing to develop computer skills.

Curriculum Focus

This course can be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

The Certificate II in Community Services can provide a pathway into work or further study in areas such as child care, aged care, home and community care, drug and alcohol work, disability work, social housing or mental health work.

Community Service workers provide aged services, child care services and welfare and support services that benefit many Australians.

The elective units below have been chosen to cover all areas of working in the community.

Course Content

Students will complete nine (9) units of Competence:

Core units

- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTWHS001 Participate in workplace health and safety
- BSBWOR202 Organise and complete daily work activities

Electives

- CHCECE002 Ensure the Health and Safety of Children
- FSKLRG09 Use strategies to respond to routine workplace problems
- CHCECE003 Provide care for children
- HLTFSE001 Follow basic food safety practices

Additional Information

Units completed in this course can be used as credit towards further study in Health or Community Services at TAFE. This certificate can be used as pathway towards a Certificate III in Early Childhood and Care, a Certificate III in Community Services or a Certificate III in Education support.

Year 11 Course (2 Year Course)

Certificate II in CONSERVATION & LAND MANAGEMENT (CALM) AHC21016

Year 11 This course is delivered over two years.

Course Code: AHC21016

Minimum Entry Requirements / Prerequisites

There are no entry requirements for this qualification.

Curriculum Focus

This qualification provides an occupational outcome in conservation and land management. The work would be carried out under general guidance and supervision.

The qualification enables individuals to select an indigenous land management, conservation earth-works, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Course Content

Completion of fifteen (15) units made up of two (2) core and thirteen (13) elective units

AHCWHS201	Participate in work place and safety processes (core)
AHCWRK209	Participate in environmentally sustainable work practices (core)
AHCPCM201	Recognise plants
AHCNSY202	Care for nursery plants
AHCNAR201	Carry out natural area restoration works
AHCPGD201	Plant trees and shrubs
AHCPCM201	Recognise fauna
AHCSAW201	Conduct erosion and sediment control activities
AHCWRK204	Work effectively in the industry
HLTAID003	Apply first aid
AHCLSC201	Assist with landscape construction work
AHCNSY203	Undertake propagation activities
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWRK201	Observe and report on weather
AHCWRK207	Collect and record production data

Additional Information

Pathways from the qualification

Further training pathways from this qualification include, but are not limited to, Certificate III in Conservation and Land Management.

Australian Apprenticeships

This qualification is suitable for an Australian Apprenticeship.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: Conservation worker.

Course Cost: TBA

JTC Certificate II in Construction Pathways



Year 11	This course is delivered over two years
Course Code:	CPC20211 Cert II In Construction Pathways
This course is delivered in partnership with the Registered Training Organisation (RTO) VETiS Consulting and takes two (2) years to complete.	
Minimum Entry Requirements / Prerequisites <ul style="list-style-type: none"> • Recommended to have a minimum "C" grade in English. • Be computer literate or willing to develop computer skills. 	
Curriculum Focus <p>In this course you'll gain the practical skills and fundamental knowledge to undertake a range of manual labouring tasks on building and construction sites. You will learn about safe work practices, using equipment and tools and effective communication. You will also learn skills that will enable you to read plans, organise your work, take measurements, undertake joinery, carpentry, bricklaying and prepare for various construction stages.</p> <p>The units studied and completed during this course are recognised Australia wide by all Training WA institutions and industry bodies.</p>	
Course Content <p>Students will complete the following 13 Units of Competence:</p> <ul style="list-style-type: none"> CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM2001A Read and interpret plans and specifications CPCCWHS1001 Prepare to work safely in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communications CPCCCM1015A Carry out measurements and calculations CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCA2002B Use carpentry tools and equipment CPCCCA2011A Handle carpentry materials CPCCCM2006A Apply basic levelling procedures CPCCCM2010B Work safely at heights CPCCBL2001A Handle and prepare bricklaying and block laying materials CPCCCO2013A Carry out concreting to simple forms 	
Additional Information <p>Students and Parents must be aware that maintaining a better than 80% attendance is a requirement of the RTO (Registered Training Provider) VETiS Consulting in order for the minimum number of course nominal hours to be achieved.</p> <p>On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Construction Pathways</p> <p>Students will need to equip themselves with PPE (Personal Protective Equipment) to meet the requirements and specifications for working in the JTC/ South Metro TAFE workshops.</p> <p>Included in the Year 11 Course Cost is the fee for each student to complete a White Card which is an industry requirement on all work sites</p> <p>Course Cost : Year 11 \$280 Year 12 \$250</p>	

Year 11 This course is delivered over two years

Course Code: MEM20413 Certificate II in Engineering Pathways

This course is delivered in partnership with the Registered Training Organisation (RTO) VETiS Consulting and takes two (2) years to complete.

Minimum Entry Requirements / Prerequisites

- Recommended to have a minimum "C" grade in English.
- Be computer literate or willing to develop computer skills.

Curriculum Focus

This course will give you foundation skills to operate tools and equipment to produce and modify objects. You will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry.

This certificate will set you on the path to pursue further training in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boiler making, welding, casting and moulding, and diesel, mechanical or electrical fitting. You may also look for work as a trade assistant, or choose to develop your design and drafting skills through an apprenticeship, traineeship or further study.

The units studied and completed during this course are recognised Australia wide by all Training WA institutions and industry bodies.

Course Content

Students will complete the following 12 Units of competence:

MEM13014A Apply principles of occupational health and safety in the work environment

MEMPE005A Develop a career plan for the engineering and manufacturing industry

MEMPE006A Undertake a basic engineering project

MSAENV272B Participate in environmentally sustainable work practices

MEM16006A Organise and communicate information

MEM16008A Interact with computing technology

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

MEMPE002A Use electric welding machines

MEMPE003A Use oxy-acetylene and soldering equipment

MEMPE004A Use fabrication equipment

Additional Information

Students and Parents must be aware that maintaining a better than 80% attendance is a requirement of the RTO (Registered Training Provider) VETiS Consulting in order for the minimum number of course nominal hours to be achieved.

On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Engineering Pathways

Students will need to equip themselves with PPE (Personal Protective Equipment) to meet the requirements and specifications for working in the JTC/ South Metro TAFE workshops.

Included in the Year 11 Course Cost is the fee for each student to complete a White Card which is an industry requirement on all work sites

Course Cost : Year 11 \$280 Year 12 \$250

Year 11 This course is delivered over two years

Course Code: SIT20316

This course is delivered in partnership with the State Training Provider South Metro TAFE

Minimum Entry Requirements / Prerequisites

- Recommended to have a minimum “C” grade in English.
- Must have an interest in cooking and working in kitchens

Curriculum Focus

This qualification provides an occupational outcome in conservation and land management. The work would be carried out under general guidance and supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- Bar attendant
- Café attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Porter
- Room attendant.

Course Content—students will complete the following 12 Units of competence:

BSBWOR203 Work effectively with others

SITXWHS001 Participate in safe work practices

SITHIND003 Use hospitality skills effectively

SITHIND002 Source and use information on the hospitality industry

SITXCCS003 Interact with customers

SITXCOM002 Show social and cultural sensitivity

SITXFSA001 Use hygienic practices for food safety

SITXFIN001 Process financial transactions

SITHCCC003 Prepare sandwiches

SITXCOM001 Source and present information

SITXCCS002 Provide visitor information

SITHFAB007 Serve food and beverage

Additional Information

- Students will be required to purchase appropriate uniform (PPE) and footwear.
- Students and Parents must be aware that maintaining a better than 80% attendance is a requirement of South Metro TAFE in order for the minimum number of course nominal hours to be achieved.
- On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Hospitality
- This is a great course for students already employed in the hospitality industry in a part time capacity as it will formalise your skills and qualifications

Course Cost : TBA

Year 11 Course (2 Year Course)

Certificate III in INFORMATION DIGITAL MEDIA & TECHNOLOGY ICT30115

Minimum Entry Requirements / Prerequisites

Students should have a keen interest in developing skills in creation, using, diagnostics and troubleshooting of both hardware and software to industry level.

Curriculum Focus

Over two years students acquire skills and knowledge in Information Technology to AQTF Certificate III level. The Year 11 Focus is hardware and the Year 12 focus is networking.

Course Content

This course covers working aspects related to working in the IT industry such as WHS and working with clients. Its focus is related to the core aspects of working as a **technician** covering basic entry requirements for both hardware and networking. Students build computers in Year 11 and use these as their test-bed for further exploration and practice. In Year 12 students build networks and administer server technology. Students will complete the following 17 Units of Competence over the two years of the course;

Year 11

ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT301	Create user documentation
ICTICT302	Install and optimise operating system software
ICTICT303	Connect internal hardware components
ICTSAS301	Run standard diagnostic tests
ICTSAS303	Care for computer hardware
ICTSAS304	Provide basic system administration
ICTSAS306	Maintain equipment and software

Year 12

Additional Information

Skills and knowledge covered in this course will provide a transferable skillset that can be used in a range of workplaces and provide for a basis of a lifelong learning skillset. Certificate III in Information Digital Media & Technology provides students with a high level skillset desirable for entry into industry or as a stepping stone to further study.

JTC Certificate Courses

Year 11 and 12 Course (2 Year Course) Certificate II in SPORTS COACHING SIS20513



This course is delivered in partnership with the Registered Training Organisation (RTO) YMCA.

Minimum Entry Requirements / Prerequisites

- Recommended to have a minimum “C” grade in English.
- Be computer literate or willing to develop computer skills.
- Enjoy participating in and delivering sport and recreation sessions

Curriculum Focus

This course is designed to reflect the role of individuals who apply the skills and knowledge to be competent in delivering basic instruction sessions in sport and recreation. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification, or be willing to develop their knowledge in a range of sports.

Course Content

Students will complete the following 13 Units of Competence:

Core units

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide First Aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

Elective units

- SISSTOU201A Perform the intermediate skills of Touch.
- SISSBJB202AT Teach fundamental basketball tactics and game strategy.
- SISSTOU202A Perform the intermediate tactics and strategies of Touch
- SISSNTB204A Teach foundation netball skills
- SISSBSB201A Teach fundamental basketball skills

Additional Information

Units completed in this course can you credit towards further study in Sport and recreation at TAFE.

Course Costs:

\$200 for the 2 year course

Year 11 (1 Year Course) Certificate II in TOURISM SIT20116

Year 11	This course is delivered over twelve months. Successful students can continue this course into Year 12 doing a Certificate III Tourism.
Course Code:	SIT20116
This course is delivered in partnership with the State Training Provider (STP) South Metro TAFE	
Minimum Entry Requirements / Prerequisites	
<ul style="list-style-type: none"> Recommended to have a minimum “C” grade in English. Be computer literate or willing to develop computer skills. 	
Curriculum Focus	
The course is designed for interested students who are eager to learn more about both personal travel and the tourism industry. Students will undertake studies that explore destinations within Australia, developing nations, and also developed countries. Relevant skills required to be a successful, informed tourist will be taught. Additionally, students will investigate career pathways within the tourism industry, and learn required skills to work in the industry.	
Course Content	
Students will complete the following 12 Units of Competence:	
<ul style="list-style-type: none"> BSBITU201 SITHFAB005 SITTGDE004 SITTGDE005 SITTIND001 SITTTSL004 SITXCCS002 SITXCCS003 SITXCOM002 SITXFSA001 SITXWHS001 SITXWHS002 	<ul style="list-style-type: none"> Produce simple word processed documents Prepare and serve espresso coffee Lead tour groups Prepare and present tour commentaries Source and use information on the tourism and travel industry Provide advice on Australian destinations Provide visitor information Interact with customers Show social and cultural sensitivity Use hygienic practices for food safety Participate in safe work practices Identify hazards, assess and control safety risks
Additional Information	
Units completed in this course can you credit towards further study in Certificate III Tourism when in Year 12 at John Tonkin College. The pathway continues to South Metro TAFE, and potentially Murdoch University, where students may undertake a Bachelor of Tourism.	

JTC Certificate Courses

Year 12 Course (1 Year Course) Certificate III in TOURISM SIT30112



Year 12	This course is delivered over twelve months. Successful students can continue this course into South Metro TAFE doing a Diploma in Tourism.
Course Code:	SIT30112
This course is delivered in partnership with the State Training Provider (STP) –South Metro TAFE	
Minimum Entry Requirements / Prerequisites	
<ul style="list-style-type: none">• Successful completion of competencies in Certificate II Tourism• Recommended to have a minimum “C” grade in English.• Be computer literate or willing to develop computer skills.	
Curriculum Focus	
<p>The course is designed for interested students who are eager to continue learning more about both personal travel and the tourism industry. Students will undertake studies that explore destinations around the world, both developing nations and developed countries. Relevant skills required to be a successful, informed tourist will be taught. Students will also undertake a Responsible Service of Alcohol unit, critical to employment prospects in Hospitality and Tourism in Australia and abroad. Additionally, students will investigate career pathways within the tourism industry, and learn other essential skills to work in the industry.</p>	
Course Content	
Students will complete the following Units of Competence:	
<ul style="list-style-type: none">• SITXCCS30 Provide service to customers• SITTTSL307 Process travel-related documentation• SITTTSL301 Provide advice on international destinations• SITTTSL303 Sell tourism products and services• SITHFAB201 Provide responsible service of alcohol• SITHFAB203 Prepare and serve non-alcoholic beverages - FEE FOR SERVICE UNIT	
Additional Information	
<p>Units completed in this course can you credit towards further study in Certificate Tourism courses. The pathway continues to South Metro TAFE, and potentially Murdoch University, where students may undertake a Bachelor of Tourism.</p>	

Year 11 Course (2 Year Course)

Certificate II in VISUAL ARTS CUA20715

This course is delivered in partnership with the Registered Training Organisation (RTO) VETiS Consulting.

Minimum Entry Requirements/Prerequisites

- Recommended to have a minimum "C" grade in English.
- Be computer literate or willing to develop computer skills.

Curriculum Focus

This course offers students the opportunity to attain the '*Certificate II in Visual Arts*' with a focus on Photo Imaging. This is an ideal course for the student who is creative and has an interest in, or is keen to learn Photography. Students who complete the course will leave with an excellent foundation set of skills and knowledge for post Year 12 studies in any of the '*Creative Arts*' Courses at the Central Institute of Technology (Central TAFE) in Perth, at Certificate III or higher.

Students will gain invaluable skills in Photography, Digital Imaging, colour management, and photographic design via a broad range of exciting and challenging project related topics.

Students who study this course will develop and compile portfolios of practical photographic work and at the conclusion of the course be involved in the preparation and exhibition of their images at a public exhibition.

The units studied and completed during this course are recognised Australia wide by all Training WA institutions and industry bodies.

Course Content

Students will complete the following 9 Units of Competence:

- BSBWHS201 Contribute to health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUVDIG202 Develop digital imaging skills
- CUAPPR201 Make simple creative work
- CUAPPR203 Store finished creative work
- CUARES202 Source and use information relevant to own arts practice
- CUADIG305 Produce digital images
- CUAPPR407 Select and prepare creative work for exhibition
- CUAPHI302 Capture photographic images

Additional Information

- Students need to be prepared to undertake additional class related work in their own time, including photography, research and other course related homework, of approximately 2-3 hours per week.
- Ideally students need to have sound basic computer skills and having some skills in Photoshop is an advantage but it is not essential.
- Students and Parents must be aware that maintaining a better than 80% attendance is a requirement of the RTO (Registered Training Provider) VETiS Consulting in order for the minimum number of course nominal hours to be achieved.
- On successful completion of this qualification, students will receive a nationally-accredited Certificate II in Visual Arts

Course Cost : \$211

Careers and Education Websites



The information gained from the following list of websites may help students determine their post-school options.

Job Search Websites

www.jobsearch.gov.au
www.seek.com.au
www.indeed.com.au
<https://au.jora.com>
www.careerone.com.au
www.adzuna.com.au
www.jobs.wa.gov.au
www.jobfinder.com.au (The West Australian)
www.careerjet.com.au
www.gumtree.com.au
www.jobsjobsjobs.com.au
www.employment.byron.com.au
<http://au.jobrapido.com>
www.glassdoor.com.au

Apprenticeships

www.australianapprenticeships.gov.au
www.apprenticeshipsupport.gov.au/Home
<http://www.amaats.com.au>
<http://www.busyatwork.com.au>
<http://atcemployment.com.au/>
<http://www.megt.com.au>
<http://www.htawa.com.au>

Skills Shortage and Labour Market Information

<http://lmip.gov.au>

Free Training to Boost Resume

www.ahawa.asn.au/training/wa_service_with_a_smile
www.smartmove.safetyline.wa.gov.au
www.clicktosave.com.au

Industry Specific Resources

Mining Industry

www.miningpeople.com.au

Health and Aged Care

www.carecareers.com.au
www.health.wa.gov.au

Training Advice

<http://www.myskills.gov.au>
www.southmetrotafe.wa.edu.au
www.futureskillswa.wa.gov.au
www.northmetrotafe.wa.edu.au
www.murdoch.edu.au
www.ecu.edu.au
www.nd.edu.au
www.curtin.edu.au
www.uwa.edu.au
www.scsa.wa.edu.au
www.tisc.edu.au/static/home.tisc

Career Resources

Jobs & Skills Centre

<http://www.jobsandskill.wa.gov.au>

Career Guidance

<http://joboutlook.gov/careerquiz.aspx>
<http://www.goodcareerguide.com.au/>
<http://www.ouresource.com.au/>
<http://www.aapthways.com.au/explorer>

Resume Resources

<http://www.seek.com.au/career-advice>
<http://career-advice.careerone.com.au>

Youth Resources

<http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/how-to-write-a-resume>
<http://jobjumpstart.employment.gov.au/>
www.skillsroad.com.au

Indigenous Resources

<http://generationone.org.au>
<http://iworkjobsite.com.au/>

Volunteering

<http://volunteeringwa.org.au/>
<http://peelvolunteer.org.au>

Hidden Job Market

Most jobs aren't advertised, Cold Calling to employers in person/via phone is a good strategy to not miss out on opportunities. Some steps to help increase job search.

Map out and expand your network;
Create and deliver your message; and
Follow up and conduct informational interviews.

Additional Resources

www.moneysmart.gov.au (Budgeting)
www.fairwork.wa.gov.au (Wageline)

Job Search Apps



Jobactive

By Depart Jobs & Small Business



SEEK - Jobs

By SEEK Ltd



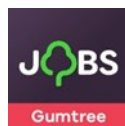
Jora Local

By Jora Local



Job Search

By Indeed Jobs



Gumtree Jobs

By EBay Group



LinkedIn Job

Search By LinkedIn

Contact us at John Tonkin College



At John Tonkin College we believe that communication between the College and parents is vital to ensure that students are supported to meet their academic and personal potential.

Throughout the year the College will contact parents for a variety of reasons, including verification of absences, invitations to special events, notification of parents evenings, feedback about student performance and to help resolve issues that may arise.

Parents should also feel comfortable to contact the College. We are happy to assist with your enquiries and to direct you to the people who can help you. If you have any concerns or questions, please do not hesitate to ask for assistance.

TINDALE CAMPUS

Front office hours: Monday to Friday – 8.00am to 4.00pm

Address: John Tonkin College
35 Gibla Street
MANDURAH WA 6210
Phone: 9535 0100+
Fax: 9535 9266

MANDURAH EDUCATION AND CAMPUS (MET)

Front office hours: Monday to Friday – 8.00am to 4.00pm

Address: John Tonkin College
Education Drive
MANDURAH WA 6210
Phone: 9583 7373
Fax: 9581 9299

JOHN TONKIN COLLEGE POSTAL ADDRESS - ALL CAMPUSES

John Tonkin College
PO Box 684
MANDURAH WA 6210